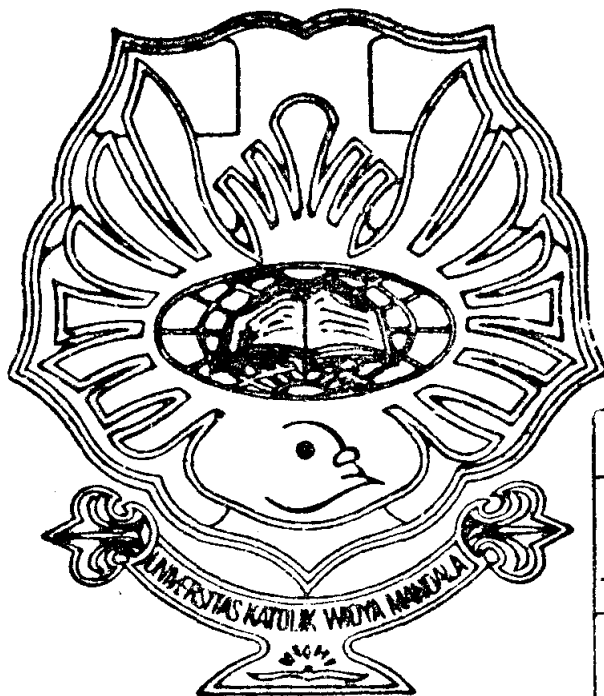


AN EVALUATION ON THE CONSTRUCTION OF THE 1988 - 1989 ENGLISH SUMMATIVE TEST OF THE FIRST GRADE OF SMA DAPENA I

A THESIS

In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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APPROVAL SHEET

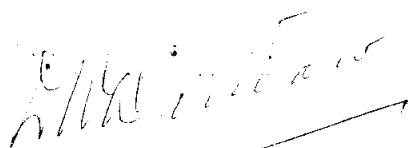
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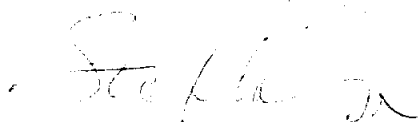
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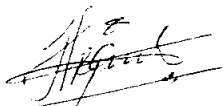
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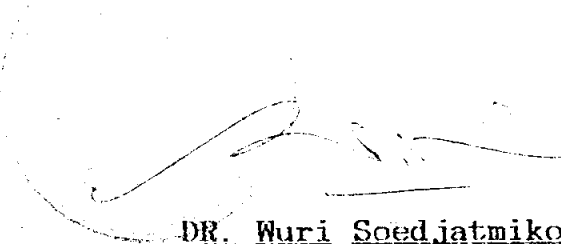
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Surabaya, December 1989

The Writer

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ABSTRACT

Based on important requirements needed in constructing a good test, the construction of the 1988-1989 Final English Summative Test for the First-Grade students of SMA Dapena I as a measuring instrument of the students' English achievement was questionable.

In attempt to find the answer to the question, the major problem was broken down into three minor problems about the learning outcomes and content coverage of the test, also about the construction of the objective and subjective items of the test.

The content validity was analyzed mainly based on the syllabus through a table of specification containing the four sections (vocabulary, structure, reading comprehension, and conversation).

The objective item construction was analyzed mainly based on the following principles of constructing multiple choice items: (1) having simple and adequate instruction (2) having each item independent of the others in the test (3) having only a single clearly formulated problem in a stem (4) having no redundant wording (5) having no trick question (6) having no mixed content (7) having only one best answer (8) having grammatically correct options when placed in the stem and parallel forms (9) having no non-occurrent form (10) having no divergence and convergence cues (11) having no verbal cues in the options (12) having no too-difficult distractors (13) having all items of the same types grouped together (14) having the items arranged in a rough order of increasing difficulty.

The subjective item construction was analyzed mainly based on the following principles of constructing essay items: (1) measuring complex learning outcomes (2) not permitting students a choice of questions (3) having the desired response from the students described as clearly as possible (4) providing the students with general guidelines concerning scoring, length and time.

From the analysis it was found that:

- (1) The 1988-1989 Final English Summative Test had an almost adequate coverage of learning outcomes and contents, but an inadequate size of samples.
- (2) Its item construction, to an adequate extent, met the principles of constructing multiple choice items and essay items.
- (3) The instruction for the subjective structure test was inadequate.

The conclusion of the findings is as follows:

- (1) The 1988-1989 Final English Summative Test had an adequate content validity.
- (2) Of the six sub-tests, the objective Reading

Comprehension test was the least acceptable, followed by objective structure sub-test and objective vocabulary sub-test successively.

The writer's recommendations are as follows:

- (1) construct more items so that the test may have greater content validity.
- (2) construct some test items with the guide of the principles of constructing language test items after finishing each lesson and keep them in the bank of items.